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ABSTRACT

The present study shows data on all students (regardless of class status upon entry) who entered Hofstra as transfers from 4-year schools and 2-year schools in 1966 and 1967. For these students, probabilities of persistence are shown as a function of their advanced standing and previous school grade-point average. Success (persistence) is defined in this study as graduated or continuing as of November 1971. Conclusions that can be drawn from the present study are as follows: (1) Students who transferred from both 2-year and 4-year schools in 1966 and 1967 showed a high rate of persistence. (2) It can be expected that the persistence rates for transfer students entering in 1973 will be even higher than from transfer students entering in 1966-67. (3) Both advanced standing and previous school grade-point averages were good predictors of success for 1966-67 transfers. (4) The quality of the students who transferred from 2-year schools was inferior to that of the 4-year school transfers in 1966 and 1967. (5) A larger percentage of transfers were accepted in 1973 (93 percent) than were accepted in 1966 (71 percent) and 1967 (64 percent). (Author/PG)

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The Probability of Success of Students Who Transfer to Hofstra

Marie McDermott and Pauline Lichtenstein

Two earlier studies (Yuker, Fracchia and McDermott, 1968, and Melnick, Lichtenstein, and Schubert, 1970) done by the Center for the Study of Higher Education were concerned with the academic performance of students who transfer to Hofstra. These reports presented data on all students who entered Hofstra as juniors in 1966 and a comparative sample of native juniors who entered Hofstra as freshmen in 1964.

The present study shows data on all students (regardless of class status upon entry) who entered Hofstra as transfers from four-year schools and two-year schools in 1966 and 1967. For these students, probabilities of persistence are shown as a function of their advanced standing and previous school GPA. Success (persistence) is defined in this study as graduated or continuing as of November, 1971.

In addition, data are presented on the quality of the transfers who entered Hofstra in the fall of 1973 compared to those transfers who applied, were accepted and chose not to come to Hofstra. Since these are the only recent data available and since success data on the students who enrolled are not yet available, the incoming characteristics of the 1966 and 1967 transfers and their subsequent persistence rates were compared with the incoming characteristics of the 1973 transfers. The comparison of these data gave us a basis to suggest the expected success rate of the 1973 transfers. The purpose of these analyses is to provide hard data for either the continuance or change of admission criteria for Hofstra transfers.

The data collected for the 1973 transfers were previous schools' (all schools attended) GPA and number of credits of advanced standing for those who came to Hofstra (Shows). For those who didn't come to Hofstra (No-Shows), the applicants' GPA's and the number of net hours at their previous schools were transcribed. Since net hours include F grades, comparisons of the data for the Shows and No-Shows must be made cautiously due to the resulting bias in the No-Show criteria. The hours earned data were not readily available and net hours were considered adequate since rejected applicants were eliminated from the sample, thus reducing the extent of the bias. Since there were only 33 (9%) accepted applicant No-Shows with less than a 2.00 GPA, the chance of these differing criteria affecting the distributions are slight.

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Persistence Rates of the 1966 and 1967 Transfers

Table 1 presents the persistence data on the 1966 and 1967 transfer students by type of previous school. The percentages shown in the table represent the proportion of students persisting for each level of previous school GPA and advanced standing.

Table 1

Percentages of 1966 & 1967 Transfer Students From
4 Year & 2 Year Colleges Persisting at Hofstra
By GPA and Credits at Previous School

Two Year
Previous School GPA

Credits	< 200 %	200-229 %	230-249 %	250-279 %	280 + %	Total N	Total %
< 30	*48	58	*50	70	*64	187	56
30-59	57	60	72	6'	72	424	64
60 +	*69	73	66	88	86	229	77
Total N	145	313	142	146	94	840	
Total %	55	63	67	74	75		66

Four Year
Previous School GPA

Credits	< 200 %	200-229 %	230-249 %	250-279 %	280 + %	Total N	Total %
< 30	*68	63	*76	61	**61	141	65
30-59	*86	66	73	79	75	362	73
60 +	**89	72	73	82	83	208	80
Total N	59	197	133	172	150	711	
Total %	80	66	74	77	77		74

*Based on 20-29 cases, the percentage may not be stable due to the small sample.
**Based on less than 20 cases, the percentage may not be stable due to the small sample.

Note: Persistence = graduated or continuing as of 11/71

The results show a high rate of persistence for transfers from both two-year and four-year schools. The persistence rate for the 1966 and 1967 new freshman classes of Hofstra (combined) was 58% while the persistence rate for the combined group of transfers who entered in those years was 69%. The rate for the combined group of transfers with 60 or more transfer credits was 78%. This high rate of success for transfers corroborated the findings of Melnick, Lichtenstein, and Schubert (1970, CSHE Report #87) who reported that 79% of the 1966 junior transfers graduated or were still in attendance in June 1970.

There is an important relationship between the advanced standing of the incoming transfers and their subsequent success. For both two-year and four-year school transfers, the greater number of credits of advanced standing a student had, the better the chances of survival. Thus, rate of graduation reported in the 1970 study for juniors cited above was higher than in the present study.

Previous school GPA was also found to be an important predictor of success for transfer students. This result would be expected, based on previous evidence in the literature including the CSHE reports. (The 80% persistence rate for four-year school transfers with less than 2.00 GPA shown in Table 1 is probably the result of special selection procedures for these students.) The fact that advanced standing was as good a predictor as GPA, however, is significant. This variable has not been used as a standard admission criterion for transfers, yet based on our knowledge of predictor variables for freshman success, it was no surprise.

The results presented in Table 1 also reveal a difference in the rates of persistence between two-year school transfers and four-year school transfers. A significantly larger proportion (.74 vs. .66, $P < .001$) of four-year school transfers persisted than two-year school transfers. The 88% (four-year school transfers) versus 75% (two-year school transfers) rates reported by Melnick, Lichtenstein, and Schubert (1970) appear to corroborate our results. The 1970 study also reported significantly lower third and fourth year Hofstra GPA's for the two-year transfers than the GPA's for the four-year transfers. Similar data were not available for the entire group of transfers.

The within-cell rates of persistence were not as stable as the overall rates due to the small number of cases in some of the cells. Further collapsing of the cells was considered unwarranted, since this would result in a loss of crucial information. It was considered important to differentiate between the probabilities of persistence at the low end of the scale of GPA's in order to establish meaningful criteria for admission. As noted above, the 80% persistence rate for four-year school transfers with GPA's under 2.0 are most likely a result of special selection procedures. Inspection of the data on those students who came in with GPA's between 2.00 and 2.49 indicates that the four-year transfers may have had a slightly better chance of persisting than the two-year school transfers (69% vs. 64%). Definitive statements concerning these results, particularly for those students with less than 2.00 GPA, can only be made when information concerning the more recent transfers is added to our data bank.

1966-67 Transfer Shows, 1973 Transfer Shows and No-Shows: Summary Data

We turn now to an investigation of the implication of the above for admissions criteria for current transfer applicants. In order to do this, two sets of 1973 data were compared to 1966-67 Show data; 1973 transfer Shows and 1973 transfer No-Shows (No-Shows data for 1966-67 were not available. Also, criteria data for about 200 1973 applicants were not available).

Persistences rates for 1966-67 transfers were shown in Table 1 to vary with type of school, previous school GPA, and advanced standing. Table 2 presents a comparison of the 1973 transfer Show applicants with 1966-67 Shows, as well as 1973 transfer Shows with No-Shows on these variables in summary form (Tables 3 and 4 present the details.) The abbreviated table will help make the comparisons simple and most meaningful.

Table 2

A Comparison of the 1966 and 1967 Transfers from Two-Year and Four-Year Schools with the 1973 Transfer Applicants (Shows and No Shows)

	1966-67 Shows	197_ Shows	1973 No-Shows
Total N	1551	645	373
2 year N	840	311	198
4 year N	711	334	175
% from 2 year schools	54	48	53
Total % Accepted/Applied	67	93	
Total % Enrolled/Accepted	68	68	
Median # of credits			
2 year	46	60+	48*
4 year	48	45	40*
Median previous GPA			
2 year	2.26	2.70	2.65
4 year	2.45	2.57	2.55
Persistence %			
2 year	66		
4 year	74		

*Probably underestimated

Inspection of Table 2 reveals the different characteristics of the two-year and four-year school transfer Shows in 1966-67 and 1973. First, one hundred and twenty-nine (an average of about 64 each year) more students were accepted and enrolled from two-year schools than from four-year schools in 1966 and 1967. In 1973, however, 23 more students enrolled from four-year schools. The percentages from two-year schools for the respective groups were 54% vs. 48%. The number of students accepted in 1973 was the same (509) from two-year and four-year schools.

Secondly, the quality of the 1966 and 1967 transfers admitted from two-year schools was inferior to that of the four-year school transfers as shown by their previous school GPA. The results for the 1973 shows, however, reveal a reversal, in that the two-year school transfers came in with more advanced standing

and better grades than did the four-year school transfers. Since 93% of the 1973 transfers who applied to Hofstra were accepted, and since the No-Shows in 1973 from two-year schools were also better qualified than those from four-year schools, the difference can most likely be attributed to a change in the kind of student who applies to Hofstra rather than a change in admissions standards.

The grades of the Shows were similar to those of the No-Shows for both two-year school and four-year school transfers. The Shows, however, applied with more credits as shown by a comparison of the medians. This statistic, however, may be an artifact of the data available. Those students who came to Hofstra had to present a final transcript in order to calculate their advanced standing. The No-Shows, however, were less likely to send their final record. This difference could account for the disparity in credits.

Based on the above conclusions and the persistence rates shown in Table 2 for two- year and four-year school transfers in 1966 and 1967, a reversal in persistence for the 1973 transfers rates would be expected. Since the two-year school transfers came to Hofstra in 1973 with more credits and higher GPA's, their persistence rates should be higher than those students coming from four-year schools. However, the rates for both school types should remain high since the GPA from previous schools for both groups of transfers increased from 1966-67 to 1973, and the advanced standing for two-year college transfers increased and four-year college transfers stayed roughly the same.

1966-67 vs. 1973 Transfer Shows: Cross Tabulation of Grades by Credit

Table 3 presents the distribution of GPA's by credits for 1966-67 and 1973 transfer Shows in order to provide a more detailed analysis of the data. Two-year school transfer data and four-year school transfer data are again shown separately.

The data shown in Table 3 corroborate the results presented in Table 2. In addition, it shows the changes in percentage of transfers who entered Hofstra with GPA's and credits at the extreme ends of the distributions. As demonstrated in Table 1, both GPA and advanced standing are important predictors of success for transfer students. Yet, for the 1966-67 groups 17% of the two-year school transfers were admitted with less than a 2.0 GPA while only 8% of the four-year school transfers were admitted with such low grades. The distribution of advanced standing for both groups were about comparable with only a 2% difference in the lowest category, again, in favor of the two-year school. Furthermore, 7% of those admitted from two-year schools were in the highest risk category (less than 2.0 GPA and less than 30 credits), and only 3% of those admitted from four-year schools were students in that category. Translating thses percentages into numbers, 61 of the two-year school entrants were highest risk students, while only 22 of the four-year school entrants could be so categorized.

Inspection of the entire previous school grade distribution of the two groups emphasizes the superior quality of the four-year school transfers in 1966 and 1967. There were more students admitted from four-year schools with high GPA's and less students with low GPA's, while the opposite was true in the case of the two-year school transfers.

The 1973 data show a reversal, as demonstrated in Table 2, in that the two-year school transfers in 1973 were superior in both number of credits

Table 3

Quality of the 1966 and 1967 Transfers Versus the 1973 Transfers as Defined by GPA and Credits at Previous School

Two-Year School Transfers

Credits	GPA											
	< 2.00		2.00-2.29		2.30-2.49		2.50-2.79		2.80 +		Total	
	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %
< 30	7	2	6	3	3	1	3	2	3	3	22	10
30-59	7	5	22	6	10	4	8	5	4	6	51	27
60 +	3	1	9	3	5	10	6	16	4	33	27	63
	17	8	37	12	18	15	17	23	11	42	100	100

1966-67 N=840
1973 N=311

Four-Year School Transfers

	GPA											
	< 2.00		2.00-2.29		2.30-2.49		2.50-2.79		2.80 +		Total	
	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %	1966-67 %	1973 %
< 30	3	6	7	9	3	3	4	6	3	6	20	30
30-59	4	5	16	10	11	6	11	7	8	12	51	40
60 +	1	1	5	2	5	3	9	10	10	14	29	30
	8	12	28	21	19	12	24	23	21	32	100	100

1966-67 N=711
1973 N=334

transferred and GPA from previous school than their four-year school counterparts. From Table 3, it can be seen that only 2% of the two-year school transfers were enrolled in the highest-risk category (less than 2.00 GPA and less than 30 credits) while 6% enrolled from four-year schools. A substantial change was found in the number of credits of advanced standing. Thirty percent of the four-year school transfers enrolled with less than 30 credits while only 11% of those from two-year schools entered with so few credits.

Another way of comparing the data for the 1973 entering class versus 1966 and 1967 class is by looking at it within school types. What are the differences between two-year schools in 1966-67 compared to 1973 and what are the differences for four-year school transfers across the years? Inspection of the results in Table 3 by type of school reveals an improvement for both types of colleges in the grades of the present-day transfer compared to the transfer students in the past. Despite the fact that 93% of the transfers were accepted in 1973 and only 71% were accepted in 1966 and 64% in 1967, the grades at their previous colleges of both two-year school transfers and four-year school transfers were better this past year than those of their 1966-67 counterparts. The differences, however, are much more apparent for the two year-school transfers. Although a greater percentage of students (32% versus 21%) from four-year schools came in this past year with a 2.80 GPA or better than in 1966 and 1967, there were more students admitted in 1973 with less than a 2.00 GPA (12% versus 8%). Twenty of these students with low GPA's from four-year schools also had fewer than 30 credits of advanced standing; whereas only about 11 students per year were in the same category in 1966-67. If the special selection procedures followed in 1966-67 are continued into the future, the increased number of high risk four-year transfer students may not present a problem.

1973 Shows vs. No-Shows

Table 4 presents the distribution of GPA's by credits for the 1973 Shows and No-Shows. The distribution of GPA's for the No-Shows is very similar to that of the Shows for 1973. The only difference appears to lie in the distribution of credits for two-year school transfers. As noted on Page 5, this result is probably due to a data collection problem.

Although similar data were not available on the 1966 and 1967 transfers, it can be safely hypothesized that these data would not alter our conclusions. An average of only 67% of the 1966 and 1967 transfers were accepted into Hofstra in those years and, as shown below, their overall quality was lower than the 93% accepted in 1973. In addition, the weighted average percentage of transfers who enrolled out of those who were accepted was the same in 1966 and 1967 as it was in 1973 (68%, see Table 2).

Summary

The conclusions that can be drawn from the present study are as follows:

1. Students who transferred to Hofstra from both two-year and four-year schools in 1966 and 1967 showed a high rate of persistence. Their overall probability of persistence (69%) was higher than the 1966 and 1967 first-time freshmen (58%).

Table 4

Quality of the 1973 Transfer Shows Versus the No-Shows as Defined by GPA and Credits at Previous School

Two-Year School Transfers

Credits	GPA											
	< 2.00		2.00-2.29		2.30-2.49		2.50-2.79		2.80 +		Total	
	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %
< 30	2	-	3	1	1	1	2	2	3	3	11	7
30-59	5	3	6	10	4	13	5	13	6	33	26	72
60 +	1/8	1/4	3/12	3/14	10/15	5/19	16/23	4/19	33/42	8/44	63/100	21/100

1973 Show = 311
" No-Show = 198

Four-Year School Transfers

Credits	GPA											
	< 2.00		2.00-2.29		2.30-2.49		2.50-2.79		2.80 +		Total	
	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %	Show %	No-Show %
< 30	6	6	9	6	3	6	6	9	6	11	30	38
30-59	5	6	10	5	6	6	7	8	12	13	40	38
60 +	1/12	2/14	2/21	7/18	3/12	2/14	10/23	5/22	14/32	8/32	30/100	24/100

1973 Show = 334
" No-Show = 175

2. It can be expected that the persistence rates for transfer students entering in 1973 will be even higher than for transfer students entering in 1966-67. It may even be that students who entered from 2-year schools will persist at a rate better than those from 4-year schools.

3. Both advanced standing and previous school GPA's were good predictors of success (persistence) for 1966-67 transfers. Advanced standing appeared to be a slightly better and more consistant predictor of success than GPA.

4. Students transferring in 1966-67 from four-year schools persisted at a higher rate than those from two-year schools. The difference, however, appeared to be smaller for the entire group than had been previously reported in the CSHE study of junior transfers above.

5. The quality of the students who transferred from two-year schools was inferior to that of the four-year school transfers in 1966 and 1967 when measured by GPA at the previous college. The advanced standing of the groups was about comparable.

6. The persistence qualifications of the two-year school transfers who came to Hofstra in 1973 was superior to that of the four-year school transfers as measured by both previous schools' GPA's and advanced standing. This is a reversal for previous school GPA's when compared to 1966-67.

7. A larger percentage of transfers were accepted in 1973 (93%) than were accepted in 1966 (71%) and 1967 (64%).

8. The distribution of the GPA's for both 2-year and 4-year colleges for the 1973 shows was found to be similar to that of the No-Shows.

9. A comparison of the quality of the 1973 transfer Shows from two-year schools with their 1966 and 1967 transfers counterparts indicated an increase in GPA from previous college of almost half a grade and additonal advanced standing of almost a semester's worth of credits. These students are now coming in with a substantial number of credits (about 70% with associate degrees), and good grades.

10. The quality of the students showing from 4-year schools in 1973 compared to 1966 and 1967 remains roughly unchanged.